Overview

The Ph.D. program in Philosophy aims to educate future philosophy faculty. The program currently has research foci in history and philosophy of science; philosophy of biology; philosophy of psychology, mind, and neuroscience; moral psychology, the history of philosophy; and aesthetics. Ph.D. graduates are ready to become active contributors to the global community of contemporary philosophers. They are prepared to conduct original philosophical research, as well as to be valuable teachers and colleagues at any institution of higher education.
I. Program Outcomes

Please include in this section your program learning outcomes as they are listed in the P-1 form in eCurriculum. If you are already planning to revise those program learning outcomes, indicate in this section which ones might be changed, and what the new program learning outcomes are likely to be. In general, learning outcomes should be measurable, assessable, or observable in some way and aligned with national standards.

At the conclusion of the program, Philosophy doctoral students will be able to:

1) Conduct original philosophical research that conforms to professional standards.

2) Demonstrate familiarity with the important research methods and tools in contemporary professional philosophy, including formal symbolic logic.

3) Demonstrate general familiarity with a broad range of contemporary and historical philosophical ideas and figures.

4) Disseminate research results in the form of oral presentations suitable for professional conferences.

5) Demonstrate ability to independently plan and execute a large, original research project.

6) Teach a college-level philosophy class.
II. Curriculum/Program Map

Please include in this section a grid that identifies connections that exist between required courses in this program and the corresponding program-level learning outcomes. In other words: how will program outcomes be met? This grid should further indicate the expected levels of learning at each level (whether emerging, strengthening, or achieved). The CET&L web site includes templates that you might find useful in completed this grid.

See Curriculum Mapping Matrix
## Curriculum Mapping Matrix: Linking Program Outcomes to Curriculum

### Key

<table>
<thead>
<tr>
<th></th>
<th>E = Emerging</th>
<th>D = Developing</th>
<th>A = Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PhD in Philosophy</strong></td>
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### Program Learning Outcomes

#### Required Courses Identified in P-1 or Other Experiences

<table>
<thead>
<tr>
<th></th>
<th>Logic Course</th>
<th>First Year Proseminar</th>
<th>Teaching Seminar</th>
<th>Proposal Writing Seminar</th>
<th>Course Distribution</th>
<th>Teaching</th>
<th>Conference Presentation</th>
<th>Qualifying Exam</th>
<th>Dissertation Proposal</th>
<th>Dissertation Defense</th>
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</thead>
<tbody>
<tr>
<td>(1) Conduct original philosophical research that conforms to professional standards.</td>
<td>E</td>
<td>D</td>
<td>E</td>
<td>D</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
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<tr>
<td>(2) Demonstrate familiarity with the important research methods and tools in contemporary professional philosophy, including formal symbolic logic.</td>
<td>E D A</td>
<td>E D</td>
<td>E D</td>
<td></td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
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<tr>
<td>(3) Demonstrate general familiarity with a broad range of contemporary and historical philosophical ideas and figures.</td>
<td>E D A</td>
<td></td>
<td>E D D</td>
<td></td>
<td>A</td>
<td>A</td>
<td></td>
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<td></td>
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<td></td>
<td>Logic Course</td>
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<tr>
<td>(4)</td>
<td>Disseminate research results in the form of oral presentations suitable for professional conferences</td>
<td>E D</td>
<td></td>
<td>E D</td>
<td>A</td>
<td></td>
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<tr>
<td>(5)</td>
<td>Demonstrate ability to independently plan and execute a large, original research project</td>
<td>E</td>
<td>D</td>
<td></td>
<td>D</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>(6)</td>
<td>Teach a college-level philosophy class.</td>
<td>E D</td>
<td></td>
<td>A</td>
<td></td>
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</table>
III. Methods and Measures

Please include in this section a description of the assessment methods that your program plans to use in assessing each of its program learning outcomes. These methods ideally include both direct and indirect examples of student learning, with authentic, performance-based assessment performed at all levels. You may find it helpful to include the "Assessment Measures Alignment Matrix" from Activity 5.

Program Outcome #1: Conduct original philosophical research that conforms to professional standards.

Where: First-Year pro-seminar
Level(s) Assessed: E, D
By Whom: Instructor of the seminar
When: The first year pro-seminar is taken by all Ph.D. students in the fall of their entering year.
Goal for student performance: 100% of seminar students to pass the course.

Where: Semi-Annual Assessment of Student Progress
Level(s) Assessed: E, D
By Whom: The Graduate Studies Committee will review student progress, considering course grades as well as written and oral feedback from the faculty teaching the courses.
When: Semi-Annually until the student advances to candidacy.
Goal for student performance: 80% of entering PhD students will successfully demonstrate ability to perform original research to professional standards.

Where: Dissertation proposal writing seminar
Level(s) Assessed: D
By Whom: Instructor of the seminar
When: The dissertation proposal writing seminar is taken in the spring of the third year and repeated until a proposal is completed and approved
Goal for student performance: 90% of seminar students to complete a dissertation proposal in the spring of the third year.

Where: Dissertation proposal
Level(s) Assessed: A
By Whom: The dissertation proposal is evaluated by three or more faculty members who are experts in the relevant field. The proposal is not approved until it meets professional standards for research in content, method, and execution.
When: Dissertation proposals are normally completed before the start of the fourth year of study.
Goal for student performance: 90% of post-QE students successfully complete a dissertation proposal.
Where: Dissertation
Level(s) Assessed: A
By Whom: The dissertation is evaluated by three or more faculty members who are experts in the relevant field. The dissertation is not approved until it meets professional standards for the conduct of original research.
When: Dissertations are normally completed at the end of the sixth year of study.
Goal for student performance: 100% of doctoral candidates successfully complete a dissertation.

Program Outcome #2: Demonstrate familiarity with the important research methods and tools in contemporary professional philosophy, including formal symbolic logic.

Where: Required logic course
Level(s) Assessed: E, D, A
By Whom: Faculty member teaching the required logic course
When: The required logic course is normally taken in the first or second year of study
Goal for student performance: 100% of doctoral candidates successfully complete pass the required logic course. (Student must re-take the course until they can pass it with a grade of B- or better.)

Where: First-Year pro-seminar
Level(s) Assessed: E, D
By Whom: Instructor of the seminar
When: The first year proseminar is taken by all Ph.D. students in the fall of their entering year.
Goal for student performance: 100% of seminar students to pass the course.

Where: Dissertation proposal writing seminar
Level(s) Assessed: D
By Whom: Instructor of the seminar
When: The dissertation proposal writing seminar is taken in the spring of the third year and repeated until a proposal is completed and approved
Goal for student performance: 90% of seminar students to complete a dissertation proposal in the spring of the third year.

Where: Dissertation proposal
Level(s) Assessed: A
By Whom: The dissertation proposal is evaluated by three or more faculty members who are experts in the relevant field. The proposal is not approved until it meets professional standards for research methods.
When: Dissertation proposals are normally completed before the start of the fourth year of study.
Goal for student performance: 90% of post-QE students successfully complete a dissertation proposal.
Where: Dissertation  
Level(s) Assessed: A  
By Whom: The dissertation is evaluated by three or more faculty members who are experts in the relevant field. The dissertation is not approved until it meets professional standards for the conduct of original research.  
When: Dissertations are normally completed at the end of the sixth year of study.  
Goal for student performance: 100% of doctoral candidates successfully complete a dissertation.

**Program Outcome #3: Demonstrate general familiarity with a broad range of contemporary and historical philosophical ideas and figures.**

Where: Semi-Annual Assessment of Student Progress  
Level(s) Assessed: E, D, A  
By Whom: The Graduate Studies Committee will review student progress, considering course grades as well as written and oral feedback from the faculty teaching the courses.  
When: Semi-Annually until the student advances to candidacy.  
Goal for student performance: 80% of entering PhD students will successfully demonstrate adequately broad knowledge.

Where: Qualifying Examination  
Level(s) Assessed: A  
By Whom: The qualifying exam is evaluated by a committee of two faculty members who are experts in the relevant field.  
When: Qualify Exams are normally taken before the start of the third year of study.  
Goal for student performance: 95% of students who attempt the qualifying exam will successfully complete the examination.

**Program Outcome #4: Disseminate research results in the form of oral presentations suitable for professional conferences**

Where: First-Year pro-seminar  
Level(s) Assessed: E, D  
By Whom: Instructor of the seminar  
When: The first year proseminar is taken by all Ph.D. students in the fall of their entering year.  
Goal for student performance: 100% of seminar students to pass the course.

Where: Semi-Annual Assessment of Student Progress  
Level(s) Assessed: E, D
By Whom: The Graduate Studies Committee will review student progress, considering course grades as well as written and oral feedback from the faculty teaching the courses.
When: Semi-Annually until the student advances to candidacy.
Goal for student performance: 80% of entering PhD students will successfully demonstrate adequately broad knowledge.

Where: Conference presentation requirement
Level(s) Assessed: A
By Whom: The Director of Graduate Studies will certify that the student has presented a paper at a professional conference or given a comparable presentation to the Department.
When: Conference presentations are normally made prior to the start of the fourth year of study.
Goal for student performance: 100% of post-QE students successfully present a paper at a professional conference.

**Program Outcome #5: Demonstrate ability to independently plan and execute a large, original research project.**

Where: First-Year pro-seminar
Level(s) Assessed: E
By Whom: Instructor of the seminar
When: The first year pro-seminar is taken by all Ph.D. students in the fall of their entering year.
Goal for student performance: 100% of seminar students to pass the course.

Where: Semi-Annual Assessment of Student Progress
Level(s) Assessed: D
By Whom: The Graduate Studies Committee will review student progress, considering course grades as well as written and oral feedback from the faculty teaching the courses.
When: Semi-Annually until the student advances to candidacy.
Goal for student performance: 80% of entering PhD students will successfully demonstrate adequately broad knowledge.

Where: Dissertation proposal
Level(s) Assessed: A
By Whom: The dissertation proposal is evaluated by three or more faculty members who are experts in the relevant field. The proposal is not approved until it meets professional standards for research methods.
When: Dissertation proposals are normally completed before the start of the fourth year of study.
Goal for student performance: 90% of post-QE students successfully complete a dissertation proposal.
Where: Dissertation  
Level(s) Assessed: A  
By Whom: The dissertation is evaluated by three or more faculty members who are experts in the relevant field. The dissertation is not approved until it meets professional standards for the conduct of original research.  
When: Dissertations are normally completed at the end of the sixth year of study.  
Goal for student performance: 100% of doctoral candidates successfully complete a dissertation.

**Program outcome #6: Teach a college-level philosophy class.**

Where: Teaching seminar  
Level(s) Assessed: E, D  
By Whom: Instructor of the seminar  
When: The teaching seminar is taken by all Ph.D. students in the spring of the first and second years.

Where: Every student serves as a teaching assistant and has the opportunity to teach their own class.  
Level(s) Assessed: D, A  
By Whom: When assigned to teach their own classes, students select teaching mentors from the faculty. Teaching mentors observe and assess the teaching of the student, and place a written report in the student’s file.  
When: Students serve as teaching assistants or teachers beginning in the second year of study. Assessment is made at the end of each semester of teaching or assisting.  
Goal for student performance: 100% of post-QE students successfully teach their own courses.
<table>
<thead>
<tr>
<th>Program Outcome</th>
<th>Assessment Tools</th>
<th>Course/ Experience</th>
<th>Time Line</th>
<th>Responsible Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct original philosophical research that conforms to professional standards.</td>
<td>Dissertation proposal; dissertation</td>
<td>Dissertation proposal; dissertation</td>
<td>Dissertation proposal by Year 4 and dissertation completed by Year 6</td>
<td>Dissertation committee</td>
</tr>
<tr>
<td>Demonstrate familiarity with the important research methods and tools in contemporary professional philosophy, including formal symbolic logic.</td>
<td>Logic course; dissertation proposal</td>
<td>Logic course; dissertation proposal defense</td>
<td>Logic course in Year 1 or 2; dissertation proposal defense prior to Year 4</td>
<td>Logic instructor; dissertation committee</td>
</tr>
<tr>
<td>Demonstrate general familiarity with a broad range of contemporary and historical philosophical ideas and figures</td>
<td>Course grades; instructor written comments on work and written feedback to students collected at the end of each course; qualifying examination</td>
<td>Semi-annual progress review; qualifying examination</td>
<td>Semi-annual reviews until graduation; qualifying exam prior to Year 3</td>
<td>Director of Graduate Studies with Graduate Studies Committee; qualifying exam committee</td>
</tr>
<tr>
<td>Disseminate research results in the form of oral presentations suitable for professional conferences</td>
<td>Conference paper</td>
<td>Presentation at a professional conference</td>
<td>Prior to Year 4</td>
<td>Certified by Director of Graduate Studies</td>
</tr>
<tr>
<td>Demonstrate ability to independently plan and execute a large, original research project</td>
<td>Dissertation proposal; dissertation</td>
<td>Dissertation proposal; dissertation</td>
<td>Dissertation proposal by Year 4 and dissertation completed by Year 6</td>
<td>Dissertation committee</td>
</tr>
<tr>
<td>Teach a college-level philosophy class</td>
<td>Course evaluations; observation by teaching mentor</td>
<td>Courses are assisted and taught beginning in Year 2</td>
<td>Year 2 until graduation</td>
<td>Teaching mentor</td>
</tr>
</tbody>
</table>
IV. Assessment Infrastructure

Please include in this section a description of the process by which your program intends to assess its learning outcomes.

- Describe which program faculty will be charged with overseeing the execution of the assessment plan as well as the ways in which they will carry out that charge, including a description of the planned timeline for assessment.
- Identify what kinds of administrative support will be available for those faculty.

Please note that assessment plans should be capable of producing reports annually based on their review of the relevant data from their programs. The work of your faculty might also be coordinated and aligned with similar assessment efforts at the college and institutional levels.

The department will use a committee structure to ensure continued oversight of the assessment process. The Assessment Committee for PhD program outcomes will be comprised of the Graduate Studies Committee, which is chaired by the Graduate Program Director. The Department Head is an ex officio member of the committee. The Graduate Studies Committee is a standing committee in the department.

The Assessment Committee will ensure that data and artifacts from the instructors’ courses are deposited in the student’s departmental file. The Graduate Program Director will provide the Committee and the faculty as a whole with data on doctoral students’ progress through the program and their achievement of milestones such as passing qualifying exams, entering into doctoral candidacy by having a dissertation proposal approved, and so forth. This information will be reviewed on a semi-annual basis, with individual results being summarized in a written letter to each student, copies of which to be kept in the student’s departmental file. Collective data will be maintained by the Director of Graduate Studies and Program Coordinator.

After multiple years of data collection, the Assessment Committee’s report to the department on trends in achievement as well as outcomes from individual years. The Committee’s report to the department will include recommendations regarding strategies for measuring and assessing learning outcomes in the future.
IV. Findings

*Here you will describe and explain in this section any multi-year patterns and trends that your assessment efforts have identified, including a description of any relevant relationships to national standards.*

The most important assessment is of completion of the dissertation. All other assessments are useful tools for identifying and responding to obstacles to students’ successfully completing the dissertation.

For PhD entering classes from 1998-2006 (the latest entering class for which outcome data is available), 34% of admitted students completed their Ph.D. This rate of completion is low.

Of students in entering classes from 1998-2006 who completed the Ph.D., 69% current hold tenured or tenure track jobs. No students who found tenure track jobs have been denied tenure. These outcomes are excellent.

V. Use of Findings

*In this final section, you will describe how your program intends to make use of the program-level assessment data it has gathered.*

- How will this information be presented to and discussed among the faculty?
- How might this data or these discussions result in review and possible revision of course or program learning outcomes and pedagogical strategies?

Three factors contribute to the low completion rate: (1) Transfers to other Ph.D. programs, (2) admission of less qualified students, and (3) obstacles to preparing and executing the dissertation.

(1) Transfers are to be expected, and are a good thing in many cases. When out-transferring students are eliminated from the pool, dissertation completion rate in those cohorts is closer to 50%.

(2) Incoming cohorts are of significantly greater quality now than ten years ago. General attrition and failure are expected to decline. The outcomes will be carefully monitored.

(3) During the last several years the department has revised its requirements to help students advance to candidacy in a timely manner, and to complete their dissertations once advanced.